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ABSTRACT

The purpose of this project was to improve the quality and demonstrate the most effective methods and techniques of career education in four high schools in the state of New Hampshire. The focus was to effect change at two points: the first was the academic curriculum, where committees in each of the project schools reviewed their existing curriculum in relation to needs assessment results and created means of integrating career education decision-making skills into their existing programs; the second was a review of existing guidance programs and community linkages where, utilizing the same needs assessment results, plans were created for providing a more systematic guidance program at each school and for expanding existing community/school relationships. The process evaluation yielded the following three findings: (1) those schools where open communication among all staff levels was the greatest adapted to the system easier than schools with more rigid hierarchies; (2) the committees in all four schools went through an extensive period of establishing consensus of what career education means to them; and (3) the participating staff members at all four schools had difficulty seeing the various tasks as part of a total system. In summary, it was found that a systematic participatory change model did affect changes in each of the schools involved and that these changes would have lasting effect due to the investment created through participation in the process. (Individual school reports are appended, and a companion document, CE 017 636, presents the third-party evaluation.) (Author/BM)

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THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

Project No.: 554AH50256
Grant No. G007502125

FINAL REPORT

Keene State College
Main Street
Keene, New Hampshire 03431

CE 017 635

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MAJOR ACTIVITIES

The purpose of this project has been to improve the quality of, and to demonstrate the most effective methods and techniques of Career Education at the secondary level in four high schools in the State of New Hampshire. To reach this purpose, we have utilized a set of procedural directions (a participatory change model) for moving systems in the four settings through the various stages of career education program development.

We have focused on two change points in demonstrating effective career education methodologies.

The first change point addressed those activities and structures that make possible the greatest degree of school/community interflow. We have looked at existing structures for moving students into the community, to determine the policies and procedures that must be effected by each governing body (school committee, superintendent, principals, etc.) so that students can most effectively utilize the community as a learning environment. Some of the structures that were looked at were scheduling, transportation, recordkeeping and grading of such experiences, student control policies, and coordination of assignments across departments within the school. We also looked at those structures that bring the community into the school -- these ranged from simple activities such as the use of resource persons in the classroom, career days, and job fairs, to utilization of community business and industry people, both active and retired, to teach courses as part of the school curriculum.

Our theory in improving this aspect of the high school program is that the interest which these activities generate among the student population would motivate the school faculty towards more action/experience oriented teaching methodologies.

The second focus of change was at the academic curriculum level (we included Guidance as a "curriculum"). In most communities the curriculum is a sacrosanct institution, whether it be a well defined continuum of skill development or as in most high schools, a series of course descriptions.

Teachers in high schools have seen their role as providing information about their subject area. They have, for the most part, been trained in, and continue to use the stand up, teacher centered approach to imparting this information. To motivate them to become more action/community oriented, they must see the relationship between the things that they now teach and Career Education concepts and objectives. The process of weaving together the learning of academic skills and information, with Career Education concepts and activities is what is called curriculum infusion. While the concept of infusions has been discussed and worked on for a number of years, and while practically every career education program in the country has developed volumes of curriculum materials, most of these materials are activities, which, while they are obviously infusions, do not draw a clear picture of how infusion takes place. What we attempted to do is to help school faculties to induce the general instructions for infusion into each academic objective, so that teachers can see that there is no threat to the sanctity of their curriculum. They can then do the actual infusion regardless of the specific content or information with which they are working. The products of this activity have been:

any academic curriculum.

2. Three infused English curricula.
3. Four systematic Guidance programs.
4. One interdisciplinary criteria related implementation plan.

The theory behind this approach is that the participants who cause the changes are learners, and must be started where they are and move towards their goals at their rate and in their own best learning style.

While this two pronged process was going on, the central project staff was in the process of developing an assessment system for determining the level of development of each school along a continuum towards an ideal high school career education program.

Before describing the major activities undertaken during the project year, we will describe the project organizational structure so that those activities can be reviewed within the proper context.

The State Department of Education and Keene State College have provided overall leadership for development of the model at the four high school sites. The project staff first, selected and adapted a common participatory change model and trained the local directors in the use of that model. This model included mechanisms for inclusion of all populations, administrators, teachers, students, parents, and the business and industrial community in the development of each of the products. (Involvement causes investment). It further included simplified means of making needs analysis (Where are we now? Where should we be?), procedures for managing the setting of goals and objectives, the development of strategies for reaching those goals and objectives, and methods of evaluating the whole system. The staff then provided ongoing technical assistance to the local managers in carrying through the model.

In each of the selected schools, an advisory committee was to be selected including administrators, teachers, students, parents, and business/industry representatives. This group provided information and reviewed process as each step was completed.

Second, each school selected professional working committees for each of the

curriculum infusion models to be developed, and for development of the community involvement structures. Each of the professional working committees was paid at their contract rate for time spent beyond their working day.

Each working committee defined the segment of its curricula or community program to be reviewed. All products that have been recommended have had some field testing during the course of the grant and final reports of activities reflect the results of this field testing.

After all products were completed the project staffs held dissemination meetings with representatives of other high schools in the state. Working committees of the type in the pilot schools have met with their counterparts who developed the various products and were instructed in the process used, implementation problems encountered, and other information pertinent to the diffusion of the models. Four of these dissemination/diffusion meetings were held, one at each of the pilot schools.

Conval Regional High School
Peterborough, New Hampshire

Kearsarge Regional High School
North Sutton, New Hampshire

Merrimack Valley Regional High School
Penacook, New Hampshire

Plymouth High School
Plymouth, New Hampshire

With this brief introduction to project organization and development, we move to the objectives as they appeared in the original proposal with descriptions of the activities that took place during the project to move towards their attainment.

STRUCTURAL CHANGE OBJECTIVES

In the participatory change process the participants themselves are to identify the ends as well as the means of their action. However, the guidelines underlying the release of these funds do set certain parameters regarding those ends. In addition, this proposal in its entirety commits the grantee to move toward fulfillment of a specific portion of the guidelines, i.e., implementation of a high school model. The structural change objectives which are presented below are intended to summarize the major thrusts of this proposal, draw out the types of changes which underlie the learner outcome objectives, and allow for significant participatory involvement in the setting of ends while staying within the federal paramaters.

The State Department of Education will Utilize a Systematic Approach to Career Education at the High School Level.

A prime product of this project will be the documentation of the stages involved in moving toward an ideal Career Education program at the high school level. The documentation of these stages shall be sufficiently clear and credible so that the Department of Education is utilizing the model by the end of the project year in order to:

1. Determine the degree of Career Education implementation of schools within the state, and to interact in a proactive way in identifying the next steps toward full implementation.
2. Identify policy issues in educational reform and communicate these matters to policy setters and to the general public.
3. Redefine its technical assistance role so as to match the change points identified.
4. Perform a "quality assessment" role in coordinating dissemination activity across the state and with other states and agencies.

Each High School will Develop and Install a Career Education Infused Curriculum in at Least One Curriculum Area and with its Counseling Department. A Model for Such Infusion Shall Also be Documented.

Essential characteristics of this product shall include:

1. Identification and description of each of the curricula elements in the chosen academic area (s).
2. A list of Career Education goals acceptable to the local education agency.
3. A list of student outcomes related to these goals.
4. A set of instructions for achieving each Career Education outcome within each academic curricula element.

Such Structural Changes Shall be Made in the Comprehensive High School Program as to Significantly Increase School to Community and also Community to School Interflow. A Model for Effecting Such Change Shall Also be Documented.

Indicators of increased school to community interflow may include:

1. Expansion of cooperative educational opportunities to include at least as many "non-traditionally vocational" positions as "traditional vocational" positions.
2. The installation of sufficient released time mechanisms to allow both students, teachers, and counselors to relate to these job experience sites as an integral part of the total curriculum.
3. The provision, directly or indirectly, of requisite transportation.
4. Agreements between academic departments that are sufficiently reinforcing of teachers and students involved in community based learning. Such agreements shall include ways of reflecting such learning within the cumulative records of individual students.

Indicators of increased community to school interflow may include:

1. Active and retired workers in the community serving as part-time members of the teaching staff and offering mini-courses of some duration.

2. The opening of the high school and its equipment to community use on a continuing basis.
3. The provisions of such faculty to the community courses so as not to reflect that community courses are "extra work" for tired faculty, or that community courses can be staffed with less qualified teachers.
4. The reorganization of school policy (if necessary), school budgets, and staff and student behaviors so as to encourage the re-entry of both the recent dropout and the mature adult into the offering of the comprehensive program.

Students

The student bodies of the four schools will be part of the structural reshaping of the way students interact with the realities of work as shown by such indicators as:

1. Active and on-going involvement of student leaders in the participatory change committee of the school and in the policy, administrative, counselor, and faculty sub-committees. Furthermore, a majority of other participants, the third-party evaluators, and the substantial majority of the student body itself shall judge such involvement as being effective in significantly improving the student's ability to interact with issues and people of the working world. (Indicators of such structural change are included in the learner outcome objectives for the other participants and are especially highlighted in the objectives for the community. This is logical as the student population is itself a broad stratum of the community and learner outcomes should intersect as school-community interflow become substantial.)

2. Student identification with long-term or multi-year efforts as shown by their initiative in defining and establishing mechanisms for maintaining their role, Such initiatives shall include, but not be limited to, those indicated in An Introduction to Career Education. (K. Hoyt, Office of Career Education)

Teachers

The teachers at each of the high schools will be part of the structural reshaping of the high school curriculum so as to incorporate Career Education concepts. Indicators of structural involvement shall include:

1. The development of an infused curriculum by the teachers of at least one core subject at each school.
2. The field testing and revision of that curriculum by the teacher group itself.
3. Evidence that the teacher groups acted within working subcommittees which include students, other faculty, counselors, administrators, and community representatives; and that these others attest to their own substantial involvement.
4. Teachers identify specific policy changes needed in order to move further on implementation of infused curriculum; make concrete recommendations such as staffing, budgeting, or student control changes; and are successful in affecting at least one such change.

Counselors

The counseling departments at each of the high schools will implement the Career Guidance programs developed by the New Hampshire Department of Education and New Hampshire Personnel and Guidance Association. Indicators that counseling departments have structurally installed this approach at these schools shall include the following:

1. Maintenance of a system of articulating Career Education activities that correspond to developmental stages of the students, recording teacher documentation of activities carried out (to avoid duplication), and identifying and addressing with the teacher those gaps that still exist.
2. Planning training activities with teachers and administrators.
3. Act as the department accountable for maintenance of a Career Education resource center which shall include a current and evaluative inventory of resource people and curriculum products.
4. All counselors will periodically work with teachers in classroom situations, group guidance sessions, and placement tasks.

Administrators and School Boards

Administrators and policy makers at each of the schools shall demonstrate their increased ability to understand and act upon the structural changes identified as necessary to implementing a career infused curriculum, career guidance, and school-community interflow. Indicators of this increased ability shall include:

1. On-going participation in the working subcommittees.
2. Responsiveness to the structural change needs as identified through consensus within these groups. (Other participants shall be involved in assessing administrative and policy maker ability to articulate these needs to the larger community. This does not mean that these administrators and policy makers necessarily <u>support</u> these positions.)
3. At least two structural changes requiring broad policy reshaping shall be presented to the school committees. At least one of these shall receive approval and be administratively installed.

The Community

A cross section of those community persons who are part of the world of work (including not only business and industry but also professionals, government/social service, homemakers, artists), and who can serve as points of access to the community, shall play an integral part in the activities of the participatory change committee of each high school, and in each working subcommittee. These citizens shall not only react to the values and needs projected by the academic participants; they shall also demonstrate their ability to articulate community issues and to initiate recommendations and strategies for structural change. Indicators of such action shall include:

1. A responsible role in developing the participatory change model used in their community, and a role in selection of the various participants in this process.
2. During the initial assessment of needs and resources they shall insure that community needs are included and that school resources are surveyed in terms of the communities own needs.
3. The carrying out of a distinctive role in analyzing the assessment results, and in the subsequent setting of goals and objectives based upon this analysis.
4. As strategies for reaching these goals and objectives are developed, community representatives shall frequently perform leadership roles as shown by their calling of working sessions, securing of further resources, shaping of recommendations for action, and representation of these recommendations to the broader committees.
5. Citizens shall be involved in project evaluation -- including design, information collections, and presentation of findings. They shall avail themselves of ready access to project staff and records.

Results

The project can most easily be reviewed if we group the objectives under four major headings as follows:

a. Development of the High School Career Education Assessment System.

b. Development of the infused curricula.

c. Development of school to community linkages.

d. A review of participation levels and of the change process.

a. Development of the High School Career Education Assessment System

The assessment system began, conceptually, with the paper, An Introduction To Career Education. The nine student outcomes listed in that document were extracted and conditions for their achievement were assigned to each outcome during a workshop attended by thirty-five representatives of the project schools, the State Department of Education and Keene State College. These nine outcomes were expanded to fifteen and an introductory philosophy was developed.

The resulting paper was sent to the meeting participants, to the fifty State Career Education Coordinators and to all High School Principals for review. Feedback from this review caused further revision of the paper to thirteen student outcomes. These outcomes, conditions and the introductory philosophy were recommended to become a conceptual framework for high schools with the assessment system to be developed from this framework.

Reviewers suggested that the assessment system be management oriented and that we restrict it to just those objectives that are directly related to Career Education.

A first draft of the assessment system was then drawn up utilizing six of the thirteen objectives in the overall conceptual framework. This document was reviewed by a series of evaluation specialists, re-edited and then field tested in the four pilot schools. As a result of this field testing, it was re-worked again, and again reviewed by outside consultants who recommended a series of

packaging changes. These were made, and the document was field tested with the four pilot schools for a second time. The final document is attached to this package.

Reviewers will see that the assessment system is now Part I of the document and the conceptual framework is Part II. As it now exists, the assessment system is a self evaluatory tool to be used by high school staffs in assessing their own level of development in Career Education. The descriptors to be evaluated are curriculum management milestones and can be applied to any school which feels that it would like to adopt a systematic process for attaining its Career Education goals. (See the attached assessment system for further details)

b. Development of the Infused Curricula

At the outset of the project, we asked each school to select a curriculum committee to develop one career education infused curriculum. Three of the schools selected their English Departments as their curriculum committee. The fourth stated that they had reviewed the approach used in Oregon in their graduation criteria project and, as such, would like to use an interdisciplinary organization to review the total curriculum and set up infusion mechanisms for the whole curriculum. Each curriculum committee in concert with the guidance and advisory committees then worked through the goal selection, needs assessment and operational goal setting stages, and at this point, broke off to begin work on developing the means of infusing the objectives that they had selected into each of their curricula.

Each of the three schools developed different infusion plans based on their student's perceived needs. The curricula directions range from the inception of mini-courses in specific career decision making skills to the infusion of

skills into existing writing and literature courses. For a specific review of the plans developed by the schools, see each of the pilot school final reports attached to this document.

The fourth school (Conval) moved from the needs assessment to the identification of broad career education graduation criteria. (All four schools used the, "conceptual framework for high schools in New Hampshire," as a starting point). These broad criteria were then broken into component learner outcomes and in effect learner milestones. These have now been incorporated into a plan for inclusion in the existing curricula structure. (See the Conval report for specifics on the career education graduation criteria and implementation system).

c. Development of School Community Linkages

In each school a committee of administrators, counselors, placement people and, in some cases, a community representative was formed to review the existing guidance program, and to review the school's linkages with the community. They were asked to develop two plans; a systematic guidance program to insure that all students received the basic information they need to make career related decisions, either while in school, or at the point of transition to further education, training, or a job; and a plan to expand the partnership of the school and community.

In looking at all four schools, most of the work of this committee was done on the development of a guidance system, and less effort was expended on pushing the limits of the schools out into the community. The amount of structural change that occurred as a result of these committees, which would dramatically change the relationship of school and community, was minimal. However, all four were able to assess their current linkages and make recommendations for non-structural changes and expansions of existing programs. (Resource speakers, workstudy, shadowing, cooperative education etc.).

Each committee did generate a guidance plan or system and these can be reviewed by consulting the individual school reports which are attached.

d. Participation levels and the Change Process

During August 1975, all four schools were contacted by the central staff and a series of orientation meetings were held with the administration and their appointed site manager.

During those sessions, the various committee memberships were outlined (curriculum, guidance and advisory) and all were introduced to participatory decision making techniques and to the systems method for implementing change.

The central staff, from that point on, acted as a resource to the local managers in managing the participatory change process.

Each school, in its three committees, met at least the letter of the law in the participation of the various populations on the three committees, however, the operation of the committees in each school was a function of the administrative environment in the school which preceded this project. In effect, those schools where committees were often called into being, and whose work had been used, were able to function; those where the system had not been as participatory were less able to function using the system. In some schools, the teachers had greater understanding of group process and also realized that their products would be used if they were of good quality. In other schools, committee members were not used to working in groups and were uncomfortable with it. These people often felt that the work they were doing would be ignored and thus felt powerless to change the system. In schools where this powerlessness and lack of ease with group situations occurred, the process was slowed appreciably. A conclusion that can be drawn from this evidence is that a school must be psychologically prepared for the participatory

change model if it is to be effective, and that those schools where faculty and staff have had the most experience in group communication will be the most successful in adapting to the model.

Despite the differences in ability to operate in a participatory way, all four schools experienced two common problems in carrying through the system.

The first problem was arriving at a common conception of Career Education. By and large, all committee members were given the same information about Career Education, however, each person in interpreting that information came up with a different concept. The communication difficulties that this caused lasted for three months. By that time, the constant discussion of what Career Education should entail for their community, resulted in an almost unconscious consensus within each committee. When questioned about this lengthy time and the turmoil that occurred, most committee members felt that it was a necessary part of the process and that there is no way to short circuit this problem. They further felt that of all the components of the change process, this establishment of consensus is the most potent in creating ownership in the subsequent changes that were made.

At the same time that the consensus problem was occurring, all four communities were experiencing another problem. When each group was formed, they were introduced to the stages in the systematic change model. However, while all performed the required tasks, almost no one understood the relationships of the various components to the creation of an overall program. Activities such as needs assessment were carried out like busy work. The forms were filled in, the surveys were made, and a report of the findings compiled, but no one seemed to realize that the needs derived in this phase should become the goals of the program and that changes in strategies or

techniques of teaching should be aimed at ameliorating these needs. What often happened was that the needs assessment information was forgotten when it came time to generate strategies. The teacher's biases as to what changes were needed became the most potent source of change at that point.

The teacher members of the committees, in most cases, were more comfortable creating the strategies portion of the system as it is closer in concept to what they do on a day to day basis. We recommend that, as we did in all four schools, the working committee members be involved in the needs assessment activity because this generates a better understanding of the results. However, when orientation to the system occurs, the committees must understand the reason for the needs assessment and operational goal setting stages so that the strategies or procedural tasks will follow logically from the first two tasks.

In addition to wanting a systematic change process utilized, the project intended to establish a stronger partnership with the communities surrounding the four schools in the planning and development of the program. While each school appointed an advisory committee made up of parents, students, business personnel etc., the degree to which these committees functioned in the development system varied widely. In some cases, they were heavily involved in reviewing and making recommendations on all segments of the program, while at other schools they met periodically to listen to what had happened in the committees, gave little or no input and by and large, had only compliance value. Those committees that were effective coincided with those schools that were most comfortable with open communication. The lay personnel on advisory committees in those towns were able to feel welcome in the process and felt that their input was necessary and that they would be listened to by both the professionals and the school board. Where the system was more closed and auto-

cratic, the lay members never felt that they had a significant reason for meeting. They were not given a feeling that they were important and that their input would be wanted or listened to. These, by and large, became passive compliance bodies.

Our recommendation is that when advisory committees are formed, the school boards, superintendent and principal be involved in the formulation and that a definite charge be given to them. Further, it must be made clear by all that the committee will be heard and that lay input is most necessary to its effectiveness. Educators on the advisory committee must go out of their way to eliminate jargon and shop talk as this can give lay members a feeling of inadequacy and alienation. This body is the beginning of a true partnership between the community and the school and it should operate to increase communication, not as a smoke screen that looks like open communication, but further blocks actual dialogue.

Despite the series of problems that slowed or altered the participatory change process, all four schools were able to make significant gains in curriculum infusion, guidance and community interflow areas and those changes will have a lasting effect due to the investment that local school personnel have developed in their own designs.

For more specific information on the processes and results at each of the project schools, see the on-site consultant reports which follow, and the individual school reports which are attached.

CONVAL REGIONAL HIGH SCHOOL June, 1976
Site Consultant Final Report

Prior to this program, Conval Regional High School had participated in a three year (1971-74) exemplary program in development of career education curriculum. The school was in the process of revising graduation criteria and was in its second year as a field test site for Operational Guidance. At the end of the Fall semester, Conval would be reviewed for accreditation.

Conval operated from the out-set on a participatory management basis. The superintendent, principal, administration and faculty were aware of, and committed to the concept of Career Education. These conditions provided for a thorough understanding of the philosophy and process of the model project.

The superintendent and principal discussed the role of site manager with the vocational counselor before he agreed to accept that responsibility. At a September faculty meeting, an explanation and introduction to the program was presented by the superintendent and principal. The project committee structure was described and volunteers requested. The curriculum committee was to be composed of seven members, each from a different department. The administration requested this design with the belief that this interdisciplinary approach could design the infusion of curriculum from one master plan. The Guidance-Community committee would have three members, including at least one from the community. In the beginning, the committees met jointly to gain a common understanding of the project. They participated in a two day orientation workshop presented by the central staff.

Because of other programs in which Conval has been involved, needs assessment data had already been collected. A percent of time utilization to meet goals as outlined in the school philosophy was done for each department. Using all the data collected, the percent time utilization chart, and the model goals were selected by the joint committees and approved by the advisory committee and administration.

Specific tasks were then deliniated to each of the two committees to help design means to accomplish these goals.

It became the responsibility of the curriculum committee to design or adapt a format for writing the procedures necessary to implement the seven goals within curriculum. The committee elected to follow the writing style of the Oregon plan for Graduation Criteria. The Oregon plan was being adapted for use at Conval. (The graduation criteria committee was writing minimum competency statements for the areas fo computation and communication in this style.) The writing format included the goal statement, a list of competencies for each goal, and a list of activities for each competency.

Each of the seven members took one goal and wrote the first draft of competency statements and activities for an ideal high school. A variety of reference resources were used.

It became obvious that one could borrow ideas from other sources and not fully understand how to use them. As this occurred, lists were made of training needs, and workshops were identified or designed to meet those needs.

As each draft was completed, it was reviewed and revised by the total committee and forwarded to the advisory committee for recommendations and approval.

The committee recognized that several competencies or activities overlapped with more than one goal. It was decided to leave the repetitions to illustrate relationships between goals. A cross reference index was designed.

The advisory committee and graduation criteria committee identified the minimum competencies from the list of ideals being generated by the curriculum committee. The curriculum committee rewrote and further defined the minimum competencies to assure they were in measurable terms and identified materials and teacher resources. Final approval of the minimum criteria was gained from the graduation criteria and advisory committees at the end of the school year.

Two members of the committee chose to work over the summer to complete the following:

1. Assign competencies and activities to departments, and where possible to specific courses within a department.

2. Plan for faculty orientation to be presented in Fall, 1976.

3. Identify needs and plan for teacher training workshops.

4. Design a plan for sequencial exposure for all students.

The Guidance Community Committee enacted five projects to sustain and support the goals being addressed by the curriculum committee from the perspective of guidance services and school-community interaction. (See project report attached for details.)

One member has agreed to work over the summer to complete the following procedures:

1. The flow charting of the courses needed for major careers in each cluster.

2. A plan for orientation of faculty, staff and students to cluster concepts and mechanisms for exposure, and to the use of career education library media resources.

A matrix of advisory committee membership was designed by the site manager. Administration and faculty were surveyed for recommendations of persons to fit each category. Those recommended were invited to participate by the site manager. The advisory committee worked with both the graduation criteria committee and the project committees. Following an orientation meeting the committee met to recommend and approve the initial goals, the writing style, the competency statements, and the activities. They made recommendations as to which career education competency statements should be used as minimums, and approved of a program to introduce students to career clusters.

In May, the administration and guidance personnel, from five neighboring schools, attended a one day dissemination conference. The Conval superintendent welcomed guests and outlined the conference purpose. The graduation criteria plan was presented by the principal. An overview of career education at the national level was presented by the project director and the state commitment and plans by the state consultant for career guidance. An outline of the process followed over the year was presented by members of the curriculum and guidance-community committees.

Conval generated some creative documents and methodologies during this year of planning, however, the real task remains. The orientation of faculty in the fall to both the graduation requirements and the infusion of career education into the curriculum will have great impact on the success of the program. The faculty are accustomed to committees and long range planning, they may have difficulty making the transition to implementation of the actual tasks.

The commitment on the part of all levels is extremely strong. The advisory committee will remain in effect next year. Field testing of the curriculum competencies and activities and evaluation is planned for 1976-77. A guidance director is being appointed to help design and assure a master plan for services to every student. Long range plans include better communication and coordination between programs of elementary and junior high schools. Community-school interflow was effective when the project began and will increase as a result of goal activities and introductions to clusters.

Because of the high level of understanding, commitment and the ability of all levels to work together successful results at this school are assured.

KEARSARGE REGIONAL HIGH SCHOOL JUNE, 1976
Site Consultant Final Report

Introduction To Program Development System

The Kearsarge Site Management team was first exposed to this project's management system during August, 1975. A meeting between all site managers and central staff personnel was held to review and discuss the procedures to be followed and the explanations to be given to all site personnel involved in the project.

The two site managers and the central staff representative distributed and discussed the project management system chart with all Kearsarge Regional High School staff during early September. The concept of participatory management and decision making was very much in line with unwritten administrative philosophy at Kearsarge Regional High School. It is safe to assume that the administrators of the school were more comfortable with this "system" than were the teachers and guidance staff.

Development and Implementation of System

Once the teachers got over their anxieties regarding "task definition" and "imposed timelines", the needs assessment steps moved smoothly to completion. Assignments for the compilation and reporting of needs assessment data was split amongst the two working committees.

Each committee conducted and reported on those surveys generic to their future tasks. The complexity of the responses, particularly the subjective questions, made interpretation and subsequent reporting difficult but not impossible.

When the report writing took approximately four weeks, a temporary feeling of frustration over task orientation set in, particularly amongst the English Department. This department of teachers has an informal but nonetheless differientiated staffing pattern for course implementation. These teachers were responding to the needs assessment data in terms of their own courses and were moving towards invididual rather than departmental goal setting. This individualism was resolved when the committee selected attainable and measureable goals from the ideal outcomes developed at a project wide workshop held in early October in Keene.

The goals selected for planning and implementation by the working committees were rewritten in locally defined terms by each committee. As the rewritten outcomes and needs assessment data were presented to the local advisory committee, planning for the development of strategies, materials acquisition, in-service training requests, and programming began.

It was at this procedural design stage (mid-December) that both working committees began to see the entire participatory scheme as a meaningful and useful system. The format for the guidance plan and revised English curriculum began to take shape during early January. (See individual school reports for plans)

The cohesiveness of the guidance-community committee membership helped them to move through all nine student outcomes within six meetings. The committee moved their format to its current stage of development by mid-April. The final month and a half was devoted to the acquisition of materials for the delivery of newly planned programs and resources. A number of activities, including a guidance department taught course, were field tested this Spring. Since school administration served on both the working and advisory committees, they were aware of and offered input into course and role definition changes outlined in the plan writing.

During the year a number of in-and-out of project workshops and conferences were attended by the school staff members. These conferences were attended, or developed as planning indicated a need for expertise in specific areas relating to Career Education.

Advisory Committee

On June 7, 1976, the Career Education Advisory Committee held their last meeting. The purpose of this meeting was to draft a list of recommendations and an accompanying letter to be presented at the Kearsarge School Board's June 24 meeting.

A subcommittee consisting of the advisory committee chairman, two community members, and a student member was selected to make the presentation to the school board. It is anticipated that the first advisory committee meeting of the 1976-77 year will be conducted with the school board chairman invited to give a response to this Spring's recommendations.

Recommendations as formulated by the Advisory Committee on Monday, June 7, 1976

The Advisory Committee Recommends:

1... that the School Board adopt the concept of Career Education into its philosophy of education. That the School Board adopt the goals and objectives outlined by this year's Model and that these goals and objectives be subject to continuous evaluation and revision.

2... that in defining Career Education at Kearsarge, language be used which is easily understood and accepted by educators, students, parents and the community.

3... Career Education be integrated into existing course offerings where appropriate.

4... the funding of Career Education should first be considered within current allocation. However, where defined need and formal justification can be made for increased funding, it should be considered as a separate item under Career Education.

5... that Work Experience Programs be continued and strengthened.

6... that all three Career Education Committees be continued next year in a formalized structure incorporating their recommendations into the school program and monitoring their progress.

7... that all Kearsarge District educational personnel be informed of a report about the Model for implementing Career Education at the high school level.

8... that an opportunity be developed for each department to go through the same study completed by the English Department.

9... enthusiastically recommend support by the School Board of the plans of action developed by the Curriculum Committee and the Guidance-Community Committee:

1...present to the School Board the change of emphasis developed in the English Department, i.e. the new requirements, and the new courses.

2...present to the Board changes recommended by the Guidance-Community Committee. Those already implemented and those recommended for the future.

3...present to the Board the reactions of students, teachers and school administrators to the above.

10... since community involvement and commitment has been proven invaluable in these studies, we therefore, recommend that the School Board share the responsibility for public dissemination of the reports of this year's Model and for continued and coordinated publicity of the Career Education program.

11... consideration be given to the following recommendations of the sub-committee "Education for Parenthood":

1. extend the Marriage and Family Course from nine to eighteen weeks and include more on the relationship of parent and child.

2. offer an adult education course on "parenting" and draw upon professional community recources. Financial subsidy may be requested from the School Board.

DISSEMINATION CONFERENCE - HANOVER, NH - MAY 20, 1976

On May 20, the three Career Education project committees held a dissemination conference for four geographically adjacent high school staffs. The schools invited were Sunapee High School, Newport High School, Claremont High School, and Lebanon High School.

Each of these schools were represented by faculty, administrators, school board members, and community representatives. In total, fifty-five representatives attended the conference.

A copy of the agenda, participants list, and a summary of the small group presentations will be found in the dissemination booklet following this report.

Future of Career Education at Kearsarge Regional High School

There is little doubt that Career Education has become entrenched as an educational priority at Kearsarge Regional High School. There is vocal support from every possible interest group, including school board members and students.

The Guidance and English Departments have this year created plans and a model for implementation during 1976-77 school year. A sound evaluation component will need to be developed and completed along with this implementation step.

Transferance of this process to other departments within the school can occur if local funding will absorb the cost of teacher planning time furnished by the project this year. This project has trained a number of Kearsarge Regional High School personnel in the planning and development of High School Career Education Curricula. This project has also taught these educators that these planning and writing stages can not occur without a strong commitment of time and energies.

The advisory committee for this project has done a great deal to communicate to the public and school board the benefits of career education to all students. This group will continue to function next year and will also continue to receive reports from the school staff on the delivery and evaluation of this year's products. This group will also assist the school administrators and the local Director of Career Education in increasing community involvement and support in the future at Kearsarge Regional High School.

MERRIMACK VALLEY HIGH SCHOOL
Site Consultant Final Report

June, 1976

Merrimack Valley High School has accomplished a partially infused curriculum and have a written career education, goal oriented, guidance program planned for implementation in the Fall 1976. They have the enthusiasn, knowledge and process information to encourage the further development of these beginnings.

The process of arriving at this point has involved overcoming innumerable pre-existing conditions and frustrations.

Merrimack Valley High School has a history of strong administrative management. Following this tradition the site manager, a retired business man from the community, and the membership of both committees were selected by the superintendent, assistant superintendent and principal. The faculty was accustomed to being informed about, rather than participating in management or decision making. They were also used to the role of respondent rather than planner, which made them very task oriented. They were, therefore, skeptical of the participatory process and spent considerable time and energy overcoming this past history.

Once the committees had been selected, they were oriented to the project by the central staff during a two day work shop.

The process of beginning program planning was slowed by two major points of confusion. Their readings had lead them to recognize that there was more than one interpretation of career education. They , therefore, had to decide what career education was going to mean for them.

In order to determine what should be done, they actively participated in a needs assessment which included surveying parents, faculty, students, graduates and drop-outs, and the business community. From this information they set committee goals which paralleled those of the school philosophy and the project model. The process was then slowed by the transition from a "task" to actual planning. Some members had not asked themselves why they were doing the needs assessment and could not relate that task to planning their own program.

Once each committee was able to establish goals it became clearer that their function was to design mechanisms that would lead students to these outcomes. This brought them to the recognition that they didn't have enough knowledge about some parts of career education to do the necessary designing and that they did not know the process of how to put the steps in sequential order.

The curriculum committee identified the areas of expertise they were lacking and sent members to workshops and training sessions in values clarification, decision making and life role planning. Members of this committee interviewed businessmen during the needs assessment which helped them identify work habits and job hunting skills required in the world of work.

By reviewing performance objectives as written by other programs, a common writing style and format was developed. The format included the goal statement, a list of competencies and a list of activities for each competency. The activities were written as measurable performance indicators and materials and teacher resources were also listed.

The curriculum committee, (members of the English Department) completed one goal at a time, assigned it to a course, and field tested it. Two broad goals were field tested and evaluated this semester. The writing of the other goals has been completed with implementation planned for 1976-77.

The guidance committee decided to assess, examine and restructure guidance services in line with the developed goals of the project. Members participated in a training program, provided by the guidance consultant for the State Department of Education, in Management by Objectives. The need for goal setting and sound management practices to offer effective service excluded community participation on this committee. In retrospect, the judgement appears sound, as they perhaps would have impressed the community with their initial lack of organization.

The three counselors reviewed a great deal of data and eventually adopted a "Priority Career Counseling Program" (PCCP) which originated from the Deleware State Department of Education and was secured from the American Vocation Association in Washington, D.C. They rewrote portions of this system to accomodate their own needs. This program includes active communication and workshops with parents and opportunities for student community interaction to improve the experiential information stage of career decision making.

The guidance and curriculum committees met in joint session during the needs assessment and goal identification stages and for the planning of materials purchasing. The difficulty here was that materials needs evolved when each committee reached the final writing of their programs and some expenditures had to be decided prior to the writing being completed. Each committee prepared a purchase needs list. A joint meeting held with the site manager, central staff consultant and the school librarian determined the purchases to be made. It became obvious after purchasing needs were identified that orientation and accessibility to students and faculty had to be assured. A goals statement with this purpose was written by the joint committees. A temporary library consultant was hired to design and implement these goals. A Career Education Resource Center for faculty and students has since been created.

An advisory committee composed of faculty, parents, administration, community business persons and two students was named in October. After an orientation meeting they met on three additional occasions to approve the goals, student outcomes and activities designed by the committee.

Once enthusiastic about the potential within their own areas, the joint committees recognized the need to disseminate information. This process occurred in two stages.

First, they designed a day long workshop for their faculty, beginning with a key note speaker and general presentation on Career Education. The afternoon was spent in small group workshops outlining the process that was used in the project.

The second stage included inviting the administrative personnel of four neighboring schools to two successive evening sessions. The first evening dealt with an overview of career education at the national and state levels and featured key speakers from effective programs. The second evening each committee gave a full presentation of the process and products developed this year.

The future of Career Education at Merrimack Valley High School appears to rest primarily at the teacher level. A new principal and assistant principal will administer the school in the Fall. Development of the program and process will depend on their orientation and support. There has been low participation or visible support from the superintendents office, and there seems to be a history of little community-school interaction. This is being increasingly off-set, however, by the work study programs, the support of career education concepts by the vocational director, the new guidelines in the counseling PCCP program and individual efforts by teachers.

There has been no administrative plan or commitment to assure the further development of the process in additional departments, continuation of the advisory committee, or a master plan for career education programs to assure equal exposure and experiences for all students. Exposure of students to programs is now fragmented and disproportionate. A master plan and overt administrative support for continuation of development with other departments is necessary if the process started this year is to bear fruit.

Orientation to Program Development System

The orientation to the project's participatory decision making system and accompanying management process took place during August of 1975. The Plymouth Area High School (LEA) Site Manager was present at a meeting held in Keene to provide this orientation.

Once the site manager and central staff members were in agreement as to the techniques to be used in implementing the system at the schools, the site manager and central staff consultant briefed the principal on the formation of working and advisory committees. An explanation of the Program Development System was then given to all administrators, faculty, guidance personnel, students, and community representatives working on the committees. These briefings occurred at the first meetings of the working and advisory committees.

Implementation of System

Most of the teachers and counselors were unfamiliar with the management process being used by the project. The imposition of an administrative system was not unpopular, rather the committee members chose to look at and accomplish one step at a time rather than look at the entire process all at once. It was not until late November that the committee members recognized the steps of the process as being completely tied together. For example, when completing the needs assessment data collection, the committee members did not see how goal setting would be facilitated by the needs assessment report. Prior to receiving another orientation by the project's director, these faculty members were unsure of how goal setting related to the formulation of a career education infused English curriculum. In other words, the teachers were given an opportunity to plot their own strategies based on data collection and goal setting they themselves had completed. This is not to criticize these teachers at all since very few projects ask teachers to be involved in the planning level of management activities. This report is only meant to state what happened and why original time schedules were incorrectly prepared due to inadequate planning for in-service needs.

At no time did the process come to a stop, but the steps themselves were completed disjointedly and without attention to a logical, orderly flow of tasks and products. The products prepared by the site personnel attest to the fact that work and planning was completed to the point considered satisfactory by the project's central staff.

The Guidance Community Committee was particularly late in moving toward the planning stage for preparing programs, and activities to meet the outcomes selected for accomplishment during the project year. This committee attempted to involve community members in active planning session but was quite unsuccessful in these attempts.

A large part of the efforts of this committee were devoted to the establishment of a Career Resource Center. This center houses materials for both teacher

and student usage. A librarian has been trained in the servicing of student occupational information needs. In addition to materials and in-service activities offered by this project, services have been received from the New Hampshire Department of Vocational-Technical Education and a Special Needs Consultant Project based at Keene State College.

The design of services and future guidance activities, which are intended to meet the goals of this project, will eminate from this resource center. The center is under the direct control of the Guidance and Vocational Departments. The resource aids is also responsible for packaging and disseminating materials for usage by classroom teachers. This center has purposely created a link between the Guidance Department and other curricular groups for meeting the career development needs of students of Plymouth Area High School.

The English Department was selected by the high school principal as the currilulum committee for this project. This selection took place during August of 1975 and was announced at the opening of school. No opportunity for bidding by other departments was possible due to the late date at which project funding was announced.

A relatively low key, personalized management style is practiced by the high school principal. This style is partly due to personality factors, and partly due to the ineffective style of his predecessor. The former principal attempted to introduce a management by objectives approach to curriculum design and effectively turned off his teachers to administrative dictation. The current principal's interaction and participation with the project committees changed from an observer's status early in the year to directive action as the year progressed. This change in leadership style was a reflection of a change in the principal's overall management of the school's affairs. The change was also due in part to a change in site management which occurred in January. The new site manager (formerly the Work Experience Coordinator) is responsible for almost all of the paper products prepared for the project, including the design of the Career Education Model chart presented in the Plymouth Area High School final report. Without the leadership of the site manager, very little progress would have been made towards reaching any of the stated project objectives. The site manager was thoroughly respected by all participants working with the project and he related particularly well with the English Department members who were developing curriculum packages.

Dissemination Conference

On May 18, 1976, Plymouth Area High School hosted a conference for four geographically adjacent high schools. The purpose of this conference was to explain the development of the career education project during the 1975-76 year. Presentations were made by the Site Manager on the English Department and Guidance plans for next year. A speaker from the State Department of Education addressed the conference on Career Education in New Hampshire and the country in general.

Each of the schools in attendance sent faculty, administrators, school board members, and business representatives to the conference. Total conference registration was approximately sixty participants.

Future of Career Education at Plymouth Area High School

During the coming school year, 1976-77, the Guidance plans and revised English curriculum will become part of the services offered to all students at Plymouth Area High School. Evaluation and revision of these programs will occur to upgrade this year's developments.

Next year the Site Manager and English Department will be assisting an interdisciplinary committee chaired by the principal in moving the developmental process to all departments in the school.

Budgetary requests for local support of career education have not yet been an issue for the school board to consider; nor has there been a request brought forward for a local coordinator for career education on a K-12 level. These issues will probably both arise during the next year.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)				4						3	1
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS				32						18	14
COUNSELORS				6						5	1
ADMINISTRATORS				5						5	0
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY				12							
PARENTS				8							
OTHER (specify)											
TOTAL											

OE FORM 467, 2/76

Evaluation

See Third Party Evaluation - Report by Northeast Superintendent and School Board Consulting Service attached to this package.

Anticipated Changes or Problems

Not applicable in a Final Report.

Dissemination Activities

Dissemination activities of the project were divided into local, regional, in-state, state-wide, and national. A report of activities at each level follows.

Local Dissemination

The committees in each school felt that their major dissemination responsibility was to the remainder of the staff in their schools. They felt that, if the process was to continue, the entire staff must become familiar with that process and its results. Accordingly, in each school, meetings of from two to five hours were held by the working committees to explain career education and the process utilized this year in the project to the total faculty.

Each project school held at least a one day dissemination conference for four high schools geographically adjacent to their own. The major goal of these meetings was to explain the change process and communicate the message that the pilot school's results were not as important to the other schools as was the change process that each school could use to create a program of their own. Response from participants, at each meeting, showed that this message got across and in some cases actions have been taken to set up committees and carry through the process next year.

State-Wide

On June 25, 1976, a state-wide conference for school board members, superintendents, principals and teacher educators was held to explain career education and the process that can be used to change educational institutions to more career oriented behaviors. The meeting was attended by approximately 250 people. Dr. Kenneth Hoyt was the luncheon speaker and Mr. Joel Smith was the morning presenter to introduce the basic concepts of career education to the participants. Following the morning large group presentation, two series of small group meetings were held where discussions centered around the appropriate activities in which each member should become involved if he were to play his role in Career Education Development and Implementation. Each small group developed a series of charge statements that they feel they will be able to carry out during the coming year. A committee of State Department of Education personnel was appointed to monitor the activities of the participants during the coming year in relation to their charge. Hopefully, this effort to bring the decision makers into the process will result in more effective diffusion of the process.

A second state-wide dissemination effort will be a mailing of one copy of the final version of the assessment system to each of the seventy high school principals in New Hampshire. The mailing will occur during September of 1976 to coincide with the beginning of school and the time of greatest interest in systems of this type.

National

The May 15, 1976 copy of the Career Education News contained a description of this project. That article prompted seventy (70) requests for further information about the project, from almost every state. A dissemination

package including a brief Project Description, the Assessment System and the New Hampshire Guidelines for Career Guidance, Counseling, Placement and follow-up, was sent out in answer to each request.

A second national dissemination activity was the mailing of the assessment system document to each of the fifty State Career Education Coordinators. Further inquiries about this particular document can be made to:

Dr. Richard Gustafson
Assistant Dean for Career Studies
Keene State College
Keene, New Hampshire 03431

ABSTRACT

Project No.:	Grant No.:	Nature of Report:
554AH50256	G007502125	Final

Project Title:	Period Covered By This Project:
The New Hampshire High School Career Education Model	7/1/75 To 6/30/76
Category of Project: Settings	
Project Director: Orrin Laferte	Grantee: Keene State College College Main Street Keene, New Hampshire 03431 (603) 352-1909

This project has been a cooperative effort of Keene State College, Keene, New Hampshire, The New Hampshire Department of Education, and four local high schools: Conval Regional in Peterborough, N.H.; Kearsarge Regional in North Sutton, N.H.; Merrimack Valley Regional in Penacook, N.H.; and Plymouth Area High School in Plymouth, N.H.

Its purpose was to utilize a systematic participatory change model at the high school level to effect change within the institution which has been the most resistent to career education.

The focus of change was at two points; the first was the academic curriculum, where committees in each of the project schools reviewed their existing curriculum in relation to needs assessment results and created means of integrating career

decision making skills into their existing programs; the second was a review of existing guidance programs and community linkages where, utilizing the same needs assessment result, plans were created for providing a more systematic guidance program at each school and for expanding existing community/school relationships.

The central staff at Keene State College was responsible for providing technical assistance to the pilot school in working through the systems method. In addition, the central staff, with input from all four schools and a wide variety of other interested parties, developed a self assessment system for High School Career Education Programs. This document has been field tested and is available by request from: Dr. Richard Gustafson, Assistant Dean for Career Studies, Keene State College, Keene, NH 03431.

Each project school appointed three committees to work on the project: a curriculum committee usually made up of the members of one academic department, a guidance and community committee usually made up of guidance personnel, an administrator and a representative of the community; and an advisory committee made up of a wide representation of community interests.

The committees worked through an extensive needs assessment, goal setting based on derived needs, and strategy or procedure development. In each case, the effort was to create sufficient participation to insure ownership in project-made changes and to insure that those changes that were made would be of lasting effect.

Each school was seen as an individual with its own level of development and mode of learning to change. As such, procedures in each school varied in relation to the existing administrative and educational environment.

Our observations have yielded three findings in relation to the process, as utilized in the project schools.

First, those schools where open communication among all staff levels was the greatest, adapted to the system easier than schools with more rigid hierarchies. Both types of schools produced results, but the open schools produced more results. The more rigid systems were characterized by and initial inability to communicate and by a feeling of powerlessness. "Why try to make decisions we won't be listened to?"

Secondly, the committees in all four schools went through an extensive period of establishing consensus of what career education means to them. In all cases, committee members felt that this period of turmoil was a necessary part of the process and that it was this period more than any other that created an investment in the changes to be made.

The third observation is that the staffs at all four schools, who were involved in the process, had difficulty seeing the various tasks as part of a total system. By and large, they were most comfortable with designing the strategies or procedures for change, but were not so comfortable with the needs assessment and goal setting phases, seeing them as busy work that must be completed for compliance and then forgotten. Further, when it was time to design strategies, the personal biases of the members became more potent motivators of change than did the results of the needs assessment. Other projects who utilize this procedure must make clear the purpose of the needs assessment and help teachers to design their strategies as logical means of ameliorating the needs that were identified in that assessment.

In summary, it was found that a systematic participatory change model did affect changes in each of the four schools involved and that those changes would have lasting effect due to the investment created through participation in the process.